



# PORT CREDIT S.S. COURSE OVERVIEW



## World History Since the Fifteenth Century

**DEPARTMENT:** Social Science

**COURSE CODE:** CHY4U0

**TEXTBOOK:** Newman, G. (2002) *Legacy: the West and the World* Toronto: McGraw-Hill Ryerson.

**TEXTBOOK REPLACEMENT COST:** \$140

**PREREQUISITE:** Grade 11 Social Science or English

### COURSE DESCRIPTION

This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and ideas and assess societal progress or decline in world history.

### OVERALL EXPECTATIONS

By the end of the course, students will:

- ✓ use the historical inquiry process and the concepts of historical thinking when investigating aspects of world history since the fifteenth century;
- ✓ apply in everyday contexts skills developed through historical investigation, and identify careers in which these skills might be useful
- ✓ analyse key aspects of social, economic, and political systems and structures in various regions of the world between 1450 and 1650
- ✓ analyse relations between different groups in various regions of the world from 1450 to 1650 and how various factors affected these relations
- ✓ analyse, with reference to the contributions of specific individuals, ways in which ideas, values, and artistic production affected the development of identity, citizenship, and/or heritage in various societies between 1450 and 1650
- ✓ analyse key social, economic, and political issues, trends, and/or developments in various regions of the world between 1650 and 1789
- ✓ analyse interactions between different groups in various regions of the world from 1650 to 1789 and how various forces/factors affected those interactions
- ✓ analyse how political, social, economic, religious, and cultural ideas and practices in various regions of the world between 1650 and 1789 contributed to the development of identity, citizenship, and/or heritage
- ✓ analyse the impact of key social, economic, and political issues, trends, and/or developments in various regions of the world between 1789 and 1900
- ✓ assess how war, revolution, reform, and other forces affected societies in various regions of the world between 1789 and 1900
- ✓ analyse how new ideas and other cultural, social, and political developments affected the development of identity, citizenship, and/or heritage in societies in various regions of the world between 1789 and 1900
- ✓ analyse the significance of various social, economic, and political policies, developments, and ideas in various regions of the world since 1900
- ✓ analyse interactions between various groups since 1900 and how key individuals and social, economic, and political forces have affected those interactions
- ✓ analyse the development of the rights, identity, and heritage of different groups around the world since 1900

### PLAGIARISM & ACADEMIC DISHONESTY

Students are encouraged to research and use other people's ideas to help prove their hypothesis and argument. However, it is a crime to take these ideas and use them as their own. Students who do the following will be considered to have completed an act of academic dishonesty and/or plagiarism.

- ✓ Directly copy another person's work and claim it as their own
- ✓ Use less than the recommended number of footnotes or references per page
- ✓ Use a thesaurus to simply change some of the key words in a sentence without referencing
- ✓ Paraphrase without properly referencing
- ✓ Reference a work but do not paraphrase sufficiently
- ✓ Do not include a bibliography



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## EVALUATION

Assessment and evaluation in this course will be based on provincial curriculum expectations. Evaluation throughout the course and the final evaluation will incorporate four broad categories.

**A final grade will be calculated: Term Work = 70%; Final Evaluation = 30%**

Knowledge & Understanding	Thinking	Communication	Application	Final Summative Evaluation	
TERM			WORK	= 70%	30%
Knowledge of facts & terms  Understanding of concepts & relationships between concepts	Critical & creative thinking  Inquiry skills (generating ideas, formulating questions, planning, selecting strategies & resources)	Communication of ideas & information through writing, visual & oral presentations	Application of concepts, skills & procedures in familiar contexts  Transfer of concepts, skills & procedures to new contexts	May take the form of an examination, a final project, a presentation, a formal essay, or a combination of these tasks	

**The exact weighting of these categories will vary depending on the subject, unit and type of evaluation. Students will also receive descriptive feedback as part of the assessments that will not form part of the student's final marks.**

## LEARNING SKILLS

The following learning skills will be taught and assessed throughout the course and rated on the report card:

- \* Responsibility**
- \* Organization**
- \* Independent Work**
- \* Collaboration**
- \* Initiative**
- \* Self Regulation**

These skills will not be included in the final numeric mark unless they are part of the provincial curriculum expectations for the course. However, it is important to remember that the development of these skills is critical to academic achievement and does have a direct bearing on the final mark.

## AUDIO-VISUAL CURRICULUM DELIVERY

- ✓ Any Social Science curriculum has multi-media instruction as part of the delivery process.
- ✓ Peel District School Board Policy requires parental permission for any media rated 14A-18A by the Ontario Film Board, regardless of the age of the student. It is illegal to show R rated material in the classroom, regardless of parental consent or the age of the student.
- ✓ By signing this course outline, parents acknowledge that material up to and including 18A may be shown in the classroom. If you have any specific concerns, contact the individual teacher.

## ACKNOWLEDGEMENT

I acknowledge that I have read & understood the expectations described in this course outline:

Student name (printed): \_\_\_\_\_

Parent/guardian signature: \_\_\_\_\_